



Belton Middle

102 Cherokee Road
Belton, South Carolina

Grades	6-8 Middle School	
Enrollment	473 Students	
Principal	Margaret H. Spivey	864-338-6595
Superintendent	Mr. Thomas T. Chapman	864-369-7364
Board Chair	Mrs. Brenda Cooley	864-369-7364

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Good*
2008	Average	Below Average
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	Below Average

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

98.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	10	36	1	0

* Ratings are calculated with data available by 06/01/2010.

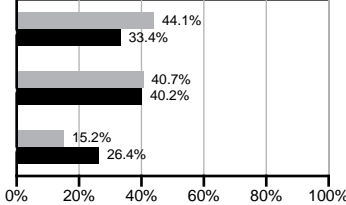
Palmetto Assessment of State Standards (PASS)

Exemplary

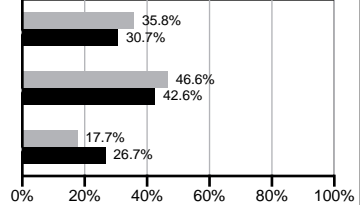
Met

Not Met

English/Language Arts



Mathematics

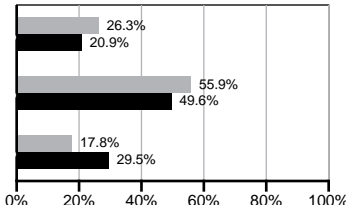


Exemplary

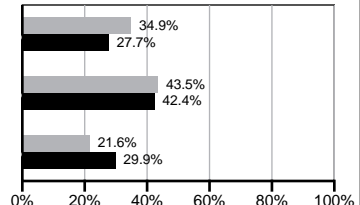
Met

Not Met

Science



Social Studies

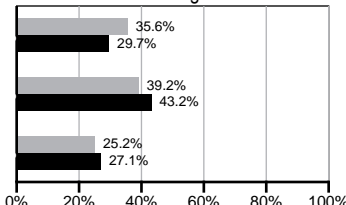


Exemplary

Met

Not Met

Writing



Our school

Middle schools with Students Like Ours

* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	97.1%
English 1	100.0%	94.2%
Physical Science	N/A	83.1%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=473)				
Students enrolled in high school credit courses (grades 7 & 8)	15.4%	Up from 14.4%	21.6%	21.6%
Retention rate	1.3%	Down from 2.1%	1.0%	1.2%
Attendance rate	96.0%	Down from 96.1%	95.9%	95.9%
Eligible for gifted and talented	21.5%	Down from 21.9%	18.3%	14.8%
With disabilities other than speech	15.4%	Down from 16.2%	12.4%	12.6%
Older than usual for grade	3.4%	Down from 5.4%	1.9%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.7%	Up from 0.4%	0.8%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	58.1%	Up from 41.9%	57.1%	56.9%
Continuing contract teachers	96.8%	Up from 90.3%	76.9%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	4.8%	5.3%
Teachers returning from previous year	90.1%	Up from 89.2%	85.4%	82.9%
Teacher attendance rate	96.8%	Up from 95.3%	95.3%	95.2%
Average teacher salary*	\$48,683	Up 2.7%	\$47,274	\$46,599
Professional development days/teacher	18.2 days	Down from 19.7 days	11.3 days	10.8 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	3.0
Student-teacher ratio in core subjects	22.0 to 1	Down from 22.5 to 1	21.8 to 1	20.1 to 1
Prime instructional time	90.6%	Up from 88.7%	89.9%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.5%	Down from 100.0%	98.6%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,244	Down 0.7%	\$7,244	\$7,645
Percent of expenditures for instruction**	69.0%	Down from 71.2%	63.2%	63.4%
Percent of expenditures for teacher salaries**	57.7%	Down from 58.1%	57.2%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Belton Middle School, the students, the parents, and the community are dedicated to sustaining an environment that promotes student achievement, encourages compassion and civility, affirms responsibility, and cultivates character and integrity while embracing individuality. We are committed to developing the potential that exists in each student who enters our building. "Civility between and among students, teachers, and staff is deeply engrained in the culture of the school and is evident in everyday practice" (STW Committee 2009). We are very proud to have been named as a School to Watch by the National Middle School Forum for our challenging academic program and our dedication to meeting the unique needs of young adolescent students.

All students at Belton Middle School are expected to meet high academic standards. Academic experiences are content rich and available to all students at a high level of rigor and challenge. School data is routinely analyzed throughout the year to help formulate the teaching and learning strategies, as well as programs and processes, to meet the needs of our students.

A number of best practices have been studied and implemented at Belton Middle School in our efforts to provide a safe, structured, developmentally responsive, and socially equitable environment for which students can optimize their potential in the areas of academics and social development.

Belton Middle School does many things to ensure students' equal access to quality education and to provide all students with highly qualified teachers, resources, learning opportunities, and supports. Having a common vision, which emphasizes student success and achievement, is the basis for all the efforts of school improvement. Belton Middle School is dedicated to organizational structures and processes which are designed "for the good of the children." The school holds itself accountable to providing the best educational opportunities for all students. Our motto is Positive Expectations for Achievement, Character and Environment.

Margaret H. Spivey, Principal
Eric Boggs, S.I.C. Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	141	98
Percent satisfied with learning environment	100.0%	83.5%	88.2%
Percent satisfied with social and physical environment	100.0%	79.3%	82.3%
Percent satisfied with school-home relations	100.0%	85.0%	75.3%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	465	99.8	16.7	43.1	40.1	88.8	90.1	82.8	Yes	Yes
Gender										
Male	242	99.6	18	45.9	36	87.4	88.5	79.3	N/A	N/A
Female	223	100	15.4	40.2	44.4	90.2	91.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	347	99.7	13.9	40.7	45.5	89.2	91.2	89.5	Yes	Yes
African American	105	100	28.1	52.1	19.8	86.5	85.3	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	87.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	76	98.7	58.3	34.7	6.9	56.9	68.2	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	232	100	25.2	51	23.8	82.4	85.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	465	99.8	19.5	48.6	31.9	88.1	87.3	78.9	Yes	Yes
Gender										
Male	242	99.6	20.7	45.5	33.8	86.9	86.2	77	N/A	N/A
Female	223	100	18.2	51.9	29.9	89.3	88.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	347	99.7	17.5	44.9	37.7	89.5	89.6	87.2	Yes	Yes
African American	105	100	28.1	59.4	12.5	82.3	76.9	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	87.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	76	98.7	56.9	33.3	9.7	55.6	57.3	45.5	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	232	100	28.6	51.9	19.5	81	80.9	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	315	100	18.1	55.7	26.2	81.9	80.5	67.5
Gender								
Male	162	100	19.7	50	30.3	80.3	79.9	67
Female	153	100	16.4	61.6	21.9	83.6	81	68
Racial/Ethnic Group								
White	233	100	15.1	54.2	30.7	84.9	84	79.5
African American	69	100	29.7	62.5	7.8	70.3	64.3	50.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	92.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	52	100	62	34	4	38	51.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status								
Subsided meals	162	100	25.2	57.8	17	74.8	73.4	55.1

Social Studies

All Students	317	99.7	21.3	43.7	35	78.7	81.5	72.3
Gender								
Male	169	99.4	21.8	35.9	42.3	78.2	80.3	71.5
Female	148	100	20.8	52.1	27.1	79.2	82.7	73.2
Racial/Ethnic Group								
White	235	99.6	18.6	42	39.4	81.4	83.4	80.7
African American	77	100	31	49.3	19.7	69	73.8	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	69.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	50	98	55.3	40.4	4.3	44.7	59.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsided meals	156	99.4	28.5	47.9	23.6	71.5	74.7	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	469	98.5	24.7	39.5	35.8	75.3	73.5	70.2	96	95.9
Gender										
Male	246	97.6	31.3	39.7	29	68.8	66.2	63.2	95.8	95.8
Female	223	99.6	18	39.2	42.9	82	81.2	77.5	96.1	95.9
Racial/Ethnic Group										
White	351	98.6	22.1	38.2	39.7	77.9	76	79.1	95.7	95.7
African American	106	98.1	34.7	43.9	21.4	65.3	62.1	57.6	96.9	96.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	86.2	98.5	96.6
Hispanic	6	I/S	I/S	I/S	I/S	I/S	68.8	62.6	95.3	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	91.1
Disability Status										
Disabled	75	98.7	N/AV	N/AV	N/AV	32.4	32.2	26.1	94.5	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	61.2	95.8	96.2
Socio-Economic Status										
Subsidized meals	230	99.1	36.8	41	22.2	63.2	64.6	58.9	94.9	95.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	146	99.3	16.2	43.8	40	83.8
	7	168	100	18.5	42.6	38.9	81.5
	8	151	100	15.3	43.1	41.7	84.7
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	146	99.3	17.7	47.7	34.6	82.3
	7	168	100	19.1	48.1	32.7	80.9
	8	151	100	21.5	50	28.5	78.5
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	71	100	19	66.7	14.3	81
	7	168	100	19.8	52.5	27.8	80.2
	8	76	100	13.7	53.4	32.9	86.3
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	74	100	4.4	55.9	39.7	95.6
	7	168	100	31.5	36.4	32.1	68.5
	8	75	98.7	14.3	48.6	37.1	85.7
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	146	99.3	24.4	38.9	36.6	75.6
	7	170	98.2	19.6	40.5	39.9	80.4
	8	153	98	30.6	38.8	30.6	69.4

Abbreviations for Missing Data

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample